

# *GROWING UP IN GOD'S WORD*

Bible Curriculum

*“... from childhood you have known the Holy Scriptures...”*  
(II Timothy 3:15, NKJV)

# *EXODUS*



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## ***Introduction***

Why teach children the Bible using only the Bible? Can they understand it? Yes! Is it too boring? No! I have taught a children's Bible class on Sunday mornings for over twenty years and have home-schooled my three children, teaching them the Bible in our home. Guess what? Children are a lot smarter than we give them credit for! There are just a few key things to remember in teaching the Bible to children. First, we need to be enthusiastic about the Bible ourselves. If children see that we think the Bible is boring, they will most likely adopt the same opinion. Be excited about opening the word of God together! Second, don't be afraid to tell them you don't know an answer to their question. There are many things in the Bible that we have questions about; some things we are able to study and find an answer for, others will have to wait until we get to heaven and can ask God. It's okay to let them know you're stumped too, but encourage them to search for the answer with you. Third, set the bar high for them. Please, please, please don't "dumb" the Bible down to "their level". Children can understand a lot through patient explanation and teaching. For example, if you read a hard word in the Bible that they may not be familiar with, stop and ask them what they think it means, then give them a correct definition. Now they have learned a new word and understand the passage you've just read at the same time. Children like to be challenged and to meet our expectations for them.

The method in this curriculum works because it has been tried among many children of different ages, abilities and levels. Here is the best proof I can offer to you: One of my regular Sunday morning students brought a friend to our class one day. She answered a few questions but mostly sat very quietly, absorbing everything that was going on. Later on, the woman that brought her to church said that the little girl told her on the way home that she wanted to come to our Sunday school class every week because we *actually teach from the Bible*. This little girl is not "unchurched" by any means; in fact, she regularly attends a denominational megachurch every Sunday. As the scripture says, "Out of the mouths of babes!"

May your children be like Timothy who, "*from childhood has known the holy Scriptures*" (II Timothy 3:15) and may God bless you as you study His word together.

## ***How to Use this Curriculum***

Life began in a garden, so we will be using garden references and symbols throughout this curriculum to designate the different activities. Luke 8:11 says that “*the seed is the word of God*”. Our hearts are the soil that the seed needs to be planted in. We should desire to cultivate the soil of our hearts and the hearts of our children to receive the word so that it will grow and produce good fruit for our Lord.



### **“Growing In The Word”: Lesson Text And Discussion**

This is the most important part of the curriculum – the teaching of God's Word.

The lesson text is broken down into manageable sections to be read aloud and then discussed. If children are old enough to read, let them read out loud. If there are several verses to be read as a section, you could take turns reading a couple of verses per person. If it helps your child, let them jot down notes or write down definitions to new words as you discuss the passage. Encourage them to ask questions and ask them leading questions to get them thinking. The discussion section is basically a paraphrasing of what was just read to make sure there is comprehension of the material. Frequently there are questions to be answered during the discussion phase as well. The section of verses often leave off at a “cliffhanger” moment which helps keep the children engaged. You read and discuss and then you're ready to read on to see what happens next. At the end of this section of the curriculum there are review questions. These can be used in several ways: You may ask them at the end of the lesson, at the end of the week for a review, or if you want to have a graded assignment, you can use them as an oral or written quiz.

\*A word about translations. It is important to use a reliable and accurate translation. Some dependable ones are KJV, NKJV, and ASV (American Standard). Many modern translations have compromised the integrity of the Scriptures in trying to put it in “easier to understand” language. All references in this curriculum are taken from the New King James Version.



### **“Putting Down Roots”: Memory Work**

Memory work should be practiced every day for the entire week. Use whatever method works the best according to your child's learning style. (Flashcards, audio recording, repetition, etc.) The Psalmist said in Psalm 119:11, “*Thy word have I hid in my heart that I might not sin against Thee.*” I cannot stress enough how important it is to memorize Scripture. In addition to Scripture, there are other items included in the Memory Work. A challenge to parents: memorize it with your children!



## **"Farther Afield": Map Work**

There are blank maps provided in Appendix A in the back of the book. These may be photocopied for use with this curriculum. Most lessons have mapping activities. To be consistent, you may want to follow a system such as: cities – red, countries – green, bodies of water – blue, wilderness or desert areas – brown, lands or regions – yellow. The map work will indicate different places to be located on the map. Locate and label each item.



## **"Harvest Fun": Games And Activities**

There are games and activities for each lesson to help review and reinforce the material that was covered. It is best to read through these at the beginning of the week to see if any planning ahead needs to be done.



## **"Digging Deeper": Research**

This is primarily for the older students who are able to work independently. If your younger children wish to do these assignments with your help, then by all means, let them! These assignments are meant to encourage students of the Bible to learn how to study a topic deeper by using other resources to shed light on the subject. Primarily, books and the Internet will be your sources of information so it's important to do two things: 1) Check the reliability of your source and 2) Check multiple sources; you might find two or more very different theories or opinions. There are many things we run across in the Bible that we wish to know more about. Have fun exploring!



## **"Food For Thought": Puzzles**

There are at least two puzzles with each lesson to, again, provide review and reinforcement or plain just to have fun! The puzzles may be worked in the book or photocopied. All puzzle answers are provided in the Answer Key in the back of the book.



## **"Fruits Of Our Labor": Crafts**

There are at least two crafts to do with each lesson. They vary in level of difficulty, but are another means of reinforcement of material covered. Crafts are a good activity for the kinesthetic (hands-on) learner as well as a tangible reminder for the visual learner. Please read ahead early in the week to see what materials you may need to gather in advance.



## ***Suggested Schedule***

This curriculum is designed to be used five days a week, 30 minutes to 1 hour per day. You may use as much or as little of the activities listed as you choose. Please feel free to alter the suggested schedule to fit your time constraints and needs.

Begin or end each day's activities with prayer.

- Day 1 – Read “Growing in the Word”: Lesson Text and Discussion. Begin “Putting Down Roots”: Memory Work assignments.
- Day 2 – Continue memory work, do “Farther Afield”: Map Work activities, and “Harvest Fun”: Games and Activities.
- Day 3 – Continue memory work, do “Digging Deeper”: Research activities, and/or “Food for Thought”: Puzzles.
- Day 4 – Continue memory work, do “Fruits of Our Labor”: Crafts, or continue working on previous activities.
- Day 5 – Recite memory work, do lesson Review Questions and finish any assignments or activities from the week that time didn't permit.



## Lesson 1: Birth of Moses & Bondage of Israel

Text: Exodus 1 & 2



### "Growing In The Word": Lesson Text & Discussion

Read Exodus 1:1-7. As the book of Exodus opens, over 400 years have passed since Joseph became a ruler in Egypt and brought his family to live there. The first part of chapter one explains how the family of Jacob went from prosperity and privilege to slavery. Remember back in Genesis that God changed Jacob's name to Israel. Whenever you see the term "children of Israel", it is referring to the descendants of Jacob. When Joseph brought his father, brothers, and their families to Egypt to live, how many people were there altogether? (70) How does the Bible describe their numbers as they grew and multiplied? ("The land was filled with them.")

Read Exodus 1:8-10. There was a new king who "did not know Joseph". How could this be? Had he never heard of Joseph saving the land of Egypt from famine by interpreting the Pharaoh's dream, being promoted to second in command of the land, and then storing up and distributing grain? Of course he had! Everyone had heard about Joseph and what he had done for Egypt. So what does it mean that he didn't know Joseph? It means he didn't have any appreciation for who Joseph was or what he had done. Joseph was a Hebrew from a family of shepherds which were despised by the Egyptians. This new Pharaoh was obviously someone who held Joseph and his kind in contempt which would include all of Joseph's relatives and descendants. What is this king's concern about the children of Israel? (There were more of them and they were mightier than the Egyptians.) This king fears that these Israelites might ally themselves with another nation and go to war against Egypt. Since there's so many of them, Egypt would surely be doomed if that were to happen. He decides to take matters into his hands to make sure that never occurs.

Read Exodus 1:11-14. What was the king's solution? (He made the children of Israel slaves.) They are no longer free, but are put into slavery for the nation of Egypt. They are made to build cities for the Pharaoh. What else did they labor in? (They worked in brick, in mortar, and in the fields.) Basically, they did whatever they were told to do. They were not just required to work, but to work extremely hard. Their lives were "bitter with bondage". This enslavement of the Israelites is not a random act or coincidence, but rather it was foretold to Abraham by God. Read Genesis 15:13. Did all of this hard work decrease their numbers? (No) On the contrary, they multiplied and grew even more! The king has to figure out something else to keep their numbers down.

Read Exodus 1:15-17. The king calls two Hebrew midwives before him. What are their names? (Shiphrah and Puah) The job of a midwife was to assist women with the births of their babies in their homes. What does the king ask these midwives to do? (As

the babies are being born, if they see it's a boy they are to kill him and if it's a girl, let her live.) Who did the midwives fear? (God) Did the king have the power to kill these women if they didn't obey him? (Yes) Shiphrah and Puah are not as concerned about what the king will do to them but what God will do to them if they do this terrible thing. They are going to obey the Lord rather than a king. (See Acts 5:29)

Read Exodus 1:18-21. The king soon realizes that the midwives are not doing as they have been commanded and he calls them back before him, demanding an answer. What do the midwives tell the king? (The women give birth before they get to their houses.) In other words, by the time they get to the houses, it's too late for the midwives to then do as the king told them. Were the midwives telling the truth? There is evidence that shows that women who experienced hard work on a regular basis gave birth rather quickly and usually without difficulty even to the point of being back at work the following day. So is it possible because of the hard slave labor these Hebrew women experienced that they did give birth before the midwives came? Yes, it's possible. Was it also possible that the midwives deliberately disobeyed the king and saved some male children alive? Yes. The point is that they honored and obeyed the higher laws of God rather than the wicked laws of a king. Was God pleased with the midwives? (Yes) What did God provide for them as a result? (Households) Did the people of Israel suffer in growth at this time? (No) They kept multiplying in number.

Read Exodus 1:22. Pharaoh has to try again since the midwives seem to have failed him. What command does he issue this time? (Every male Hebrew child who is born will be thrown in the river.) Who is the command given to? (All of the king's people)

Read Exodus 2:1-2. What tribe of Israel are these parents from? (Levi) Exodus 7:20 tells us the names of this father and mother. What are they? (Amram and Jochebed) How is the baby described? (Beautiful) How long was Jochebed able to hide her son? (3 months)

Read Exodus 2:3-4. Why do you think Jochebed was no longer able to hide her baby? At 3 months old, he would be starting to get noisier and he's growing bigger. Jochebed weaves a basket of bulrushes (reeds that grew by the river) and covers it inside and out with pitch. Pitch was a tar-like substance that would help waterproof the basket. If you studied Genesis, who else used pitch to waterproof a vessel? (Noah) When the little ark is finished, Jochebed lays her little baby inside and places the cover over him. Where does she put the basket? (In the reeds at the edge of the river) Who does she station there to keep watch? (Miriam, the baby's big sister)

Read Exodus 2:5-6. Who came to the river to bathe? (Daughter of Pharaoh) She sees the basket floating in the reeds and sends one of her maids to bring it to her. When she opens it up, she sees the baby. What does he do? (Cry) Does she know it's one of the Hebrew children? (Yes) What is her reaction to the baby? (She feels compassion for him.)

Read Exodus 2:7-10. Miriam sees her chance. She immediately asks Pharaoh's daughter if she would like her to find a nurse for the baby (someone to feed it and care

for it). Pharaoh's daughter agrees. Who does Miriam go and get? (Her mother) Jochebed is given the care of her own son and will be paid by Pharaoh's daughter for taking care of him. God is so good! When the little child is older, Jochebed takes him to Pharaoh's daughter to be raised as her son. What does she name him? (Moses)

Read Exodus 2:11-12. Moses has now grown up in the palace of Pharaoh, raised as a son of Pharaoh's daughter. He has probably had a good education, has been surrounded by wealth, and as some historical references tell us, was a mighty general in Pharaoh's army so what he's doing in these verses is interesting. What does he go out to see? (The burdens of his brethren) He's going out to watch the Israelites at work and he thinks of them as his brethren. He's been raised as an Egyptian, but he is a Hebrew and obviously he knows that. He is not happy with the state of bondage that the Israelites, his people, are in. What does he see an Egyptian doing to a Hebrew slave? (Beating him) What is Moses' reaction? (He kills the Egyptian.) What does he do with the Egyptian? (Hides him in the sand) It is commendable that Moses wanted to do something to help the Hebrew slave, but killing the Egyptian was not the answer. Covering up his deed will not keep it hidden from God, or from man.

Read Exodus 2:13-15. When Moses again goes out among the Hebrew slaves the next day, he sees two Hebrews fighting and tries to settle the dispute. Moses believes that God has appointed him to be the deliverer of the Hebrews. (Read Acts 7:24 & 25) His Hebrew brethren, however, have no such notion about him. They demand to know who made Moses an authority over them. What does Moses discover they know about him? (He's killed an Egyptian.) Now Moses is afraid. If these slaves know what he's done, surely other people know as well! Pharaoh himself hears what Moses has done. What does he want to do to Moses? (Kill him) Moses flees from Egypt. What land does he escape to? (The land of Midian)

Read Exodus 2:16-22. In the land of Midian, Moses sits down by a well. Some women, who were all daughters of the priest of Midian, come to the well to draw water for their flocks. How many of them were there and what was their father's name? (7, Reuel) Describe the incident that happened at the well. (Some shepherds tried to drive away the women, but Moses intervened to help the women, then he watered the flocks for them.) What nationality did the women think Moses was? (Egyptian) Reuel invites Moses to come and stay with his family. Moses marries one of Reuel's daughters. What was her name? (Zipporah) What was the name of their first son? (Gershom) Moses settles down to a family life in the land of Midian as a shepherd. Meanwhile, back in Egypt...

Read Exodus 2:23-25. What happened to the Pharaoh that wanted to kill Moses? (He died.) The Israelites are still in bondage and crying out to God in their anguish and despair. They are waiting on God and strongly desiring Him to deliver them from their cruel slavery. God does four things: 1) He hears their groaning. 2) He remembers His covenant with Abraham, Isaac and Jacob. 3) He sees his children. 4) He acknowledges them. All of these things point to one fact – God is about to act.

### Review Questions:

Answers are in the Answer Key.

1. Name the 12 sons of Jacob.
2. How many people in Jacob's family came to settle in Egypt?
3. What does it mean that a new king of Egypt "did not know Joseph"?
4. What kind of work were the Israelites made to do as slaves?
5. Did the hard life of slavery cause the Israelites to diminish in number?
6. What were the names of the two Hebrew midwives?
7. What did the Pharaoh ask the two midwives to do?
8. Who did the midwives obey?
9. How did God deal with the midwives?
10. What command did the Pharaoh give concerning the newborn male Hebrews?
11. Who were Moses' parents?
12. What tribe of Israel were they from?
13. Who was Moses' older sister?
14. How old was Moses when his mother took him to the river?
15. What did she make to lay her baby in?
16. Who came to the river to bathe?
17. When she opened the basket, what did the baby do?
18. Did she realize it was a Hebrew baby?
19. Who found a nurse for the baby?
20. Who was the baby's nurse?
21. Who raised the child as her own son?
22. When Moses was grown, did he realize he was a Hebrew?
23. What did he do to an Egyptian that he saw beating a Hebrew?
24. What did the Pharaoh want to do to him when he found out?
25. What land did Moses flee to?
26. Whom did he marry?

27. Who was his father-in-law?

28. What was the name of his firstborn son?



### **"Putting Down Roots": Memory Work**

- Memorize the 12 sons of Jacob - Reuben, Simeon, Levi, Judah, Dan, Naphtali, Gad, Asher, Issachar, Zebulun, Joseph, Benjamin
- Memorize Exodus 2:10
- Memorize Exodus 2:24, 25



### **"Farther Afield": Map Work**

#### **Map 1**

- Locate the city of Raamses
- Locate the city of Pithom
- Locate the land of Midian



### **"Harvest Fun": Games & Activities**

- Find Baby Moses - Take a small basket or container and place a tiny baby doll inside. (You can find tiny ones in cake decorating sections of craft stores.) Take turns hiding baby Moses somewhere in the house or even outside. Let other players try to find baby Moses. You can help them with "hot" or "cold" clues.
- Faith is the key - Read Hebrews 11:24-26 and copy the verses in your best handwriting. Moses made a hard choice. Discuss some hard choices you've had to make or other people (like missionaries) have had to make in order to follow God. Was anything sacrificed such as possessions, friends, or leaving a place you loved to live? The key to Moses' decision and other godly decisions is FAITH!



## "Digging Deeper": Research

- Moses as the Egyptian - Research the life of Moses as an Egyptian. We are given very little information in the Bible as to what his life was like as Egyptian royalty, but there is some historical documentation we can look to for some insight. Read Acts 7:22 and also read about Moses' Egyptian life in the book of Josephus, a Jewish historian. You may be able to find this book in your church library or you can find some brief references online. Josephus provides some interesting accounts of Moses' military career as a general in Pharaoh's army.
- Priest of Midian - After fleeing Egypt, Moses goes to live with Reuel, the priest of Midian. What was his other name? Was he a believer and worshiper of the one true God? (Exodus 18:10-12) As a Midianite, who was he a descendant of?
- The Nile River - Research some facts about the Nile River in Egypt. Specifically, what importance did this river have in ancient Egypt and what kind of animals lived in this river? How would this make it even more dangerous for the baby Moses to be left floating in this river?



## "Food For Thought": Puzzles

- Who Said It? - Read the quotation then write the name of the person who said it. Answers are in the Answer Key.
1. "The people of the children of Israel are more and mightier than we." \_\_\_\_\_
  2. "I have been a stranger in a foreign land." \_\_\_\_\_
  3. "The Hebrew women are not like the Egyptian women." \_\_\_\_\_
  4. "Who made you a prince and judge over us?" \_\_\_\_\_
  5. "I drew him out of the water." \_\_\_\_\_
  6. "Shall I go and call a nurse for you?" \_\_\_\_\_
  7. "How is it that you've come so soon today?" \_\_\_\_\_
  8. "Why are you striking your companion?" \_\_\_\_\_
  9. "An Egyptian delivered us from the hand of the shepherds." \_\_\_\_\_
  10. "This is one of the Hebrews' children." \_\_\_\_\_

- Matching - Match the name on the left with its description on the right. Answers are in the Answer Key.

|                  |                      |
|------------------|----------------------|
| Jochebed         | Egyptian cities      |
| Reuel            | Midwives             |
| Miriam           | Moses' firstborn son |
| Zipporah         | Moses' mother        |
| Israel           | Moses' father        |
| Levi             | Moses' father-in-law |
| Shiphrah & Puah  | Moses' family tribe  |
| Amram            | Name God gave Jacob  |
| Pithom & Raamses | Moses' sister        |
| Gershon          | Moses' wife          |



### "Fruits Of Our Labor": Crafts

- Basket Weaving - Moses' mother, Jochebed, wove a basket out of bulrushes to lay her baby in. Try some basket weaving. You will need colored construction paper (you may want to use more than one color), clear tape, scissors, rubber band, and an empty paper towel roll. Cut the construction paper into 5  $\frac{1}{4}$ " by 2  $\frac{1}{2}$ " strips. Fold each strip lengthwise to about an inch wide. Start by making the basket's base: lay two strips in the shape of a plus sign and tape them together. Add four crosspieces to form an asterisk, securing with tape. \*If you'd like a taller basket, tape extra strips to the ends of each of these in the base. Center the paper towel roll in the middle of the strips. Turn upside down and fold all of the strips down over the roll and secure with a rubber band toward the top edge of the strips to hold them in place. Then starting at the base of the basket, tuck one folded paper strip under one paper rib and secure with tape. Begin weaving around the form, pulling tightly as you go. Tape the end in place. Continue adding strips and weaving until you reach the height of basket you want. Leave about 1 - 1  $\frac{1}{2}$  inches unwoven at the top. Remove the rubber band and take the basket off of the paper towel roll. Fold the top edges down inside the basket and tape.
- Sand Candles - When Moses killed the Egyptian, he hid him in the sand. We're

going to use sand for a better purpose! Let's make a sand candle. You will need a plastic container or small shoe box, clean sand, candle wax and a wick. Dampen your sand and place it in your container. Dig out a shape such as a circle, star, moon, or just a random shape. Make a small, shallow circle in the middle of your shape to help your candle sit flat on a surface when it's finished. Melt your candle wax, adding any candle dye to it you'd like. Slowly and carefully pour the hot wax into your hollow shape while holding a candle wick in the center. Allow the wax to harden completely. (Leave overnight.) Carefully dig around the candle and lift it out. Use a soft, clean paint brush to dust off the sand.